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ABSTRACT

Information about American Indians for use in Minnesota second-grade classrooms is presented in this curriculum unit completed as a requirement for a University of Minnesota extension course in Indian education for public school teachers. Objectives are listed for the areas of understandings, attitudes, and skills. Some learning experiences for use in attaining these objectives are suggested: (1) introductory activities; (2) developmental activities in arithmetic, art, handwriting, language, music, physical education, reading, literature, science, social studies, and spelling; and (3) culminating activities. Suggested bibliographies are supplied for music, poetry, and physical education. Social studies information is given, along with related maps. Criteria for evaluation of the unit are given. An 85-item bibliography is also presented. (PS)

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A NATIVE AMERICAN CURRICULUM UNIT
FOR THE SECOND GRADE
NATAM II

by

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Training Center for Community Programs

in coordination with

Office of Community Programs
Center for Urban and Regional Affairs

Training of Teacher Trainers Program
College of Education

Minnesota Federation of Teachers

University of Minnesota
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May, 1971

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This series of Native American Curriculum Units was authored by Minnesota public school teachers while they were enrolled in a University of Minnesota College of Education off-campus Indian education course. The course was taught in the suburbs largely through the initiation of the staff of the Indian Upward Bound Program, an Office of Education funded Minneapolis junior high community school program staffed by Indians and under Indian board control.

The production and distribution of these curriculum units to teachers across the State of Minnesota was made possible by the cooperation and contributions of several agencies.

The Minnesota Federation of Teachers is a teacher union movement affiliated with the AFL-CIO which seeks to promote collective bargaining relationships with school boards and other educational employers. Its activities at the national, state and local levels are directed to all the concerns of teachers about developing a better educational climate for children.

The Training of Teacher Trainers Program, College of Education, University of Minnesota, attempts to help Minnesota colleges and the Minneapolis and St. Paul school systems do a better job of training teachers for inner-city jobs.

The Training Center for Community Programs and the Office of Community Programs are operating divisions of the Center for Urban and Regional Affairs (CURA), University of Minnesota. CURA was established by the Regents to help make the University more responsive to the needs of the larger community, and to increase the constructive interaction between faculty and students, on the one hand, and those dealing directly with major public problems, on the other hand.

These curriculum units are an outgrowth of the participation of the University of Minnesota in the National Study of American Indian Education, USOE Number OEC-0 - 8 - 08 - 147 - 2805.

A Note on the First NATAM Curriculum Series

During the Spring of 1970, a special University of Minnesota course in Indian education was offered through the College of Education and the General Extension Division to public school teachers in the school system of Columbia Heights, a Minneapolis suburb. This course--which was taught in Columbia Heights--was arranged and specially designed as a result of a request from Columbia Heights school officials and teachers to Mr. Gene Eckstein, Director of Indian Upward Bound. (Indian Upward Bound is a special Indian education program funded by the U.S. Office of Education, the University of Minnesota, and the Minneapolis Public Schools. It operates at two inner-city Minneapolis junior high schools, and functions under the control of an all-Indian board of directors.) In addition to the usual on-campus course requirements, such as reading, enrollees were given special lectures by invited Indians in addition to the person responsible for accreditation, Dr. Arthur Harkins. Lecturers were compensated for their contributions by a special fee paid by the course enrollees. A complete listing of the lecture sessions follows:

April 1, 1970	Mr. Charles Buckanaga (Chippewa) "Indian Americans and United States History" Mr. Buckanaga presented a brief resume of the relationship of the American Indian and the in-coming European Cultures. He also discussed a three-dimensional view of historical data, emphasizing the development of gradual feelings toward and the eventual end result of the native Americans.
April 8, 1970	Mr. Roger Buffalohead (Ponca) "Urban Indian" Mr. Buffalohead discussed the conflicts and problems confronting the Indian in the migration to the Urban setting.
April 15, 1970	Lecture on Urban Indians Dr. Arthur Harkins - University of Minnesota.

April 15, 1970	Gene Eckstein (Chippewa) "Cultural Conflict and Change." Mr. Eckstein discussed the changing cultures of the Indian American and the problems encountered.
April 22, 1970	G. William Craig (Mohawk) "Treaties and Reservations." Treaties by the United States and American Indian Nations. The out growth of reservations and their influences on the American Indian.
April 29, 1970	Lecture H Ed. III Dr. Arthur Harkins
May 6, 1970	Gene Eckstein (Chippewa) The psychological and sociological challenges of the Indian American citizen in the transition from the Indian reservation to an urban area.
May 13, 1970	Lecture H Ed. III Dr. Arthur Harkins
May 20, 1970	Mr. Will Antell (Chippewa) "Indian Educational Conflicts" Director of Indian Education in Minnesota, Mr. Antell presented the challenges of the teacher in Indian Education, together with their relationship to the Indian student, Indian family and Indian community.
May 29, 1970	Lecture H Ed. III Dr. Arthur Harkins Comments from the class - final examination.

As a course requirement, each teacher taking the course for credit authored a curriculum unit for the grade level or subject area which he or she was actively teaching. The best of these units - a total of nineteen - were selected, and the over-all quality was judged to be good enough to warrant wider distribution. It was felt that the units were a good example of what professional teachers can do--after minimal preparation, that the units filled an immediate need for the enrolled teachers for curriculum material about Indian Americans, and that they served as an opportunity to test a staff development model. The units were endorsed by a special motion of the Indian Upward Bound Board of Directors.

From Indian Upward Bound Board meeting--Thursday, January 7, 1971.

> Certain people are asking that the curriculum guide of the NATAM series be taken from school teachings. There was discussion on this and it was suggested instead of criticizing the writing make suggestions on how to better them. Gert Buckanaga made a motion that we support the experimental curriculum guides. Seconded by Winifred Jourdain. Motion carried.

To accomplish distribution, the units were typed on stencils, mimeographed, assembled and covered. Costs were shared by the University's Training Center for Community Programs and the Training of Teacher Trainers Program of the College of Education. The units were then distributed throughout the state by shop stewards of the Minnesota Federation of Teachers, and AFT affiliate. The entirety of these distribution costs were borne by MFT.

A new NATAM series is currently being prepared. It will focus upon contemporary reservation and migrated Native Americans.

The Coordinators,
May, 1971

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INTRODUCTION

The intention of this unit is to present the children with material concerning the Indians who resided in the area of what is now the United States. The emphasis of the unit will center mainly around the topics of food, shelter, and clothing prevalent to the cultural area. However, other cultural facets such as arts and crafts, and aspects of the tribal and social organization of daily living will also be included. Some of this material will be correlated with and incorporated into the other subject areas of the curriculum in order to cover more material than would be possible during the regularly scheduled time for Social Studies.

At the conclusion of the unit it is hoped that the children will have been led toward a better understanding of who the American Indians were, and at the same time, led away from the traditional stereotyped image of the American Indian implanted in so many minds today. After four weeks of study, it is hoped that an appreciation and respect for the differing Indian cultures of our country will have developed.

This unit is written for second grade students at Nelson School, which is located in the suburban community of Columbia Heights, Minnesota. The children generally fall into the socio-economic categories of low-middle and average-middle class. Many of them have done little or no traveling outside the state of Minnesota. Thus, the physical geography of the country, as well as the concept of differing American Indian types, are most likely to be unfamiliar material to them.

I. Major Concepts

A. American Indians were the first real Americans.

B. American Indians were not all the same kind of people; rather, they belonged to different tribes, which each had unique characteristics.

C. American Indians lived in eight regions in what now consists of the United States:

1. Northwest Coast
2. Plains
3. Great Basin
4. Prairies
5. East
6. Southwest
7. California
8. Plateau

D. The particular environment of each region affected the adaptations the Indians had to make with respect to their basic needs of food, shelter, and clothing.

E. The tribal and social organization in daily living varied among the tribes of each area.

F. Some tribes lived in settlements which could generally be labeled as permanent.

G. Some tribes were roving, hunting bands.

H. The type of settlement and environment of the Indians affected their particular modes of transportation.

I. The arts and crafts differed according to the materials available and to the needs of the tribe.

II. Objectives

A. Understandings

1. To learn who the Indians are and where they came from.
2. To learn about the different culture areas in the United States where the Indians lived.
3. To learn about the foods prepared and eaten by the Indians.
   a. buffalo
   b. forest animals
   c. fish and whale
   d. wild vegetables
   e. dried fruits
   f. roots
   g. wild berries
   h. nuts and seeds
   i. tobacco
   j. garden vegetables
4. To learn about the various types of clothing used by the American Indians.
   a. animal skins and hides
   b. woven materials
   c. decorative dress
5. To learn about the variety of shelters constructed by the American Indians.
   a. wigwam
   b. tepee
   c. sod houses
   d. wooden homes
   e. long houses
   f. cliff and cave dwellings
   g. pueblo
   h. hogans
   i. thatched homes
6. To learn about the various types of transportation used by the American Indians.
   a. canoes and other boats

b. animals
c. travel by foot

7. To become aware of how the environment determined the modes of living for the different kinds of Indians.
   a. hunters and trappers
   b. fishermen
   c. farmers
8. To learn about the manners and customs of the different Indians.
9. To gain stimulation of creative efforts leading to an appreciation of the arts and crafts of the Indians.
10. To develop an understanding of the changes that have taken place in the present day lives of the Indians.

B. Attitudes
   1. To develop respect and tolerance for the ways of Indian people.
   2. To develop an appreciation of the present day Indian problems and how they originated.

C. Skills
   1. To improve discussion skills through expression and defense of opinion.
   2. To improve reading and spelling skills.
   3. To expand vocabulary.
   4. To improve discriminative observation.
   5. To improve reference skills.
   6. To improve writing skills.
   7. To utilize creative ability.
   8. To develop the ability of critical thinking and evaluation.
   9. To improve on map skills.
   10. To improve on listening and contributing skills.
   11. To increase resourcefulness in figuring out solutions.
   12. To improve the skill of following directions.
   13. To improve on sharing and working cooperatively in a group.
   14. To improve on neatness and care of materials.

III. Materials

1. Films
2. Filmstrips
3. Overhead projector
4. Opaque projector
5. Phonograph
6. Bulletin boards
7. Tape recorder
8. Pictures and drawings
9. Chalkboard
10. Songs
11. Slides
12. Records
13. Filmstrip projector
14. Maps
15. Motion picture projector
16. Books
17. Examples of Indian materials
18. Examples of Indian crafts
19. A variety of art materials

SUGGESTED LEARNING EXPERIENCES

I. Introductory Activities
   - A. Stimulating bulletin board.
   - B. Display of supplementary books.
   - C. Display of Indian crafts from the various culture areas along with materials from the environments.
   - D. Discussion of what we might like to learn about Indians.
   - E. Introductory film.

II. Developmental Activities
   - A. Arithmetic
     1. Counting with sticks and pebbles.
     2. Construction of a sun dial.
     3. Writing Indian number stories.
   - B. Art
     1. Construction of Indian character clips.
     2. Construction of model homes.
        - a. tepee
        - b. clay pueblo
     3. Construction of dioramas.
     4. Construction of war shields.
     5. Construction of paris craft strip masks.
     6. Make clay pottery.
     7. Weaving with paper strips.
     8. Construction of booklet cover.
     9. Construction of Sioux war bonnet.
     10. Construction of belts and headbands.
     11. Construction of Indian charms.
     12. Construction of Indian moccasins.
     13. Construct a giant totem pole.
     14. Construct a paper mache Indian bowl.
     15. Construct Indian petroglyph.
     16. Make Indian necklace.

17. Make Hopi Kachina Doll.
18. Construct Indian vests.
19. Construct birchbark canoes.
20. Construct Indian Warrior's Dance bustle.
21. Make a sand mosaic.

C. Handwriting

1. Write Indian pictographs.
2. Copy Indian poems.
3. Write a thank you letter to resource person.
4. Make Indian symbol with definition.

D. Language

1. Write a story entitled "If I were an Indian Boy or Girl."
2. Select an Indian picture to write about.
3. Write about Indian crafts and materials brought to school.
4. Pantomine different things an Indian might have done long ago.
5. Write a poem about Indians.
6. Write a letter to a friend recommending a book about Indians.
7. Write about a canoe trip down the Mississippi River.
8. Write thank you letters to a resource person.
9. Discuss objects on display table.
10. Act out duties of different members of an Indian family and tribe.
11. Make a dictionary of Indian words used by us today.
12. Dramatize a pow-wow.

E. Music

1. Construct Indian rattles.
2. Construct drum.
3. Learn Indian songs.
4. Listen to Indian music.
5. Learn Indian dances.
6. Record students singing on tape recorder.

F. Physical Education

1. Learn Indian games.
2. Learn Indian dances.
3. Learn stunts.

G. Reading and Literature

1. Read Indian legends.
2. Read poems about and by Indians.
3. Charts organized by the entire group.
4. Read stories from the classroom library.
5. List different Indian tribes in Minnesota.
6. List foods, used by Indians, that come from plants and animals.
7. List animals whose skins were used by Indians and what they used them for.
8. Read about well-known Indians.
9. Read about the food, plants, and medicines which the Indians taught the white man to use.

H. Science

1. Planting corn.
2. Grind dried corn or nuts into meal by rubbing between stones.
3. Make animal tracks in plaster.
4. Use roots and berries to make Indian dyes.
5. Make booklet of leaves.
6. Learn habitat of wild animals.
7. Send signals by flashing mirrors.

I. Social Studies

1. Field trip to Minnesota Historical Society.
2. Field trip to Hennepin County Historical Society and Museum.
3. Show films and discuss.
4. Show filmstrips and discuss.
5. Show slides and discuss.
6. Discuss maps.
7. Discuss Indian pictures.
8. Read stories aloud about Indians.
9. Resource person will discuss Indian problems of today.
10. Crossword puzzle on Indians.
11. Administer test on unit.
12. Read textbooks and discuss.

13. Bulletin boards.
    a. display materials brought from home.
    b. Indian pictures.
    c. thunderbird with vocabulary words.
    d. display students art work.
14. Observation table.

J. Spelling
1. Learn Indian vocabulary words.
2. "Spell Down" with Indian words.
3. Write a story.
4. Write vocabulary words alphabetically.
5. Use words in a sentence.
6. "I'm thinking of a word" game.

III. Culminating activities
A. Total display of work.
B. Field trip.
1. Minnesota Historical Society, St. Paul, Minnesota.
2. Hennepin County Histroical Society and Museum, Minneapolis, Minnesota.
C. Construction of booklet cover for accumulated material on Indians.

SUGGESTED AUDIO - VISUAL AIDS

Films

Available from Coronet Films, Coronet Building, 65 East South Water Street, Chicago, Illinois 60601.

American Indians Before European Settlement

The Boy of the Navajos

Hopi Indian Village Life

Woodland Indians of Early America - 10 minutes, black and white. (Although the film gives an accurate representation of early Chippewa life, the acting is poor.)

Age of the Buffalo

American Indians Today - The film is dated. Many changes have occurred since it was produced in 1957.

Indians of Early America

Indian Family of Long Ago (Buffalo Hunters of the Plains)

Indian Family of the California Desert

Navajo Indians

Available from Film Associates of California, 11559 Santa Monica Blvd., Los Angeles, California 90025.

Indian Boy of the Southwest

Available from Film Research Corporation, 224 West Franklin Avenue, Minneapolis, Minnesota 55404.

Mahnomen, Harvest of the North

Sisibakwat-the Ojibway Maple Harvest - 18 minutes, color.

Available from Murl Densing Film Productions, 5325 West VanBeks, Milwaukee, Wisconsin.

Meet the Sioux Indians

Available from the Minnesota Historical Society, 609 Cedar Street, St. Paul, Minnesota 55101.

Recollections of the Sioux Uprising in Minnesota: 1862.

Available from Walt Disney Productions.

The Vanishing Prairie: Pioneer Trails, Indian Lore and Bird Life of the Plains

Filmstrips

Available from Coronet Films, Coronet Building, 65 East South Water Street, Chicago, Illinois 60601.

American Indian Legends (Sound filmstrip)

"How Summer Came to the Northland,""N.E. Coastal Indians"
"How the Indians Learned from the Animals" N.W. Forest Indians
"The Sons of Cloud"
"Great Rabbit and the Moon Man"
"How Raven Brought the Sun"
"The Legend of Star-Boy"

Available from Encyclopedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois 60611.

American Indian Cultures - Plains and Woodland Series

"The Boyhood of Lone Raven"
"The Manhood of Little Coyote"
"The Young Manhood of Quick Otter"
"The Travels of Quick Otter"
"Flamingo, Princess of the Natchez"
"The Journey of the Flamingo Princess"

Children of Many Lands

"Navajo Children"

Indian Cultures of America Series

"The Incas, the Mayas, and the Aztecs"
"Indians of the Southwest"
"Indians of the Southeast"
"Indians of the Northeast"
"Indians of the Plains"
"Indians and Eskimos of the Northwest"

Indians of North America - Great Lakes Regions

Westward Expansion

"Chief Pontiac"

Available from Curriculum Films

Indians of North America

Indians of North America - Basket Making

Indians of North America - Cherokee Indians

Indians of North America - Costumes and Adornment

Indians of North America - Dances

Indians of North America - Dwellings

Indians of North America - Food

Indians of North America - Games

Indians of North America - Writing

American Indian Life Series

"Food"
"Clothing"
"Crafts"
"Decorations"
"Ceremonies"
"Games"
"Transportation"
"Communication"

Available from Cenco Educational Aids, 2600 South Kastner Avenue, Chicago, Illinois 60623.

Learning About Indian Costumes

Learning About Indian Houses

Learning About Indian Dances

Learning About Indian Crafts

Available from McGraw Hill Films, 330 West 42nd Street, New York, New York 10036.

Our Friends the American Indians Series

"Indians of the Pacific Coast"
"Where did the Indians Live?"
"Eastern Forest Indians"
"Indians of the Western Plains"
"Pueblo Indians of the Southwest"
"Our Indian Neighbors Today"

Available from the Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois 60614.

Adventures with Early Americans Series

"Indians of the Northwest Coast"
"Indians of the Plains"
"Indians of the Northeastern Woodlands"
"Indians of the Southwest"

Records

Available from Folkways Scholastic Records, 906 Sylvan Avenue, Englewood Cliffs, New Jersey 07632.

"American Indian Dances"
"Dances of the Navajo and Sioux"
"War Whoops and Medicine Songs"

Maps

"Indians of the Paper Country", free from Badger Paper Mills, Inc., Peshtigo, Wisconsin.

"Historical Map Grand Portage Indian Reservation," Grand Portage Band of Chippewa Indians, 1946. (50 cents) from Grand Portage Museum, Grand Portage, Minnesota.

Pictures

"Indians of Minnesota," a picture packet of 24 illustrations (50 cents) available from the Minnesota Historical Society, 690 Cedar Street, St. Paul, Minnesota 55101.

Available from St. Paul Book and Stationery, 6th and Cedar, St. Paul, Minnesota 55101.

"American Indian Posters" ($1)
"Famous Indian Chiefs" ($1)
"Blackfoot Indians of Glacier National Park" ($2)

Slides

"How to Make a Chippewa Birch-Bark Canoe" (17 slides) available from the Minnesota Historical Society, 690 Cedar Street, St. Paul, Minnesota 55101.

Available from the Henepin County Historical Society and Museum, 2303 Third Avenue South, Minneapolis, Minnesota.

"Indians of North America"
"Indians of North America - Wars"

Miscellaneous Materials

A crossword Puzzle, "Indians of Minnesota" (75 cents) can be ordered from the Minnesota Historical Society, 690 Cedar Street, St. Paul, Minnesota, 55101.

Field Trips

Minnesota Historical Society, 690 Cedar Street, St. Paul, Minnesota 55101.

Museum Lesson Programs

"Early Indian Cultures" (45 minutes)
"The Sioux and Chippewa Indians" (45 minutes)

Hennepin County Historical Society and Museum, 2303 Third Avenue South, Minneapolis, Minnesota.

A fine display of Indian artifacts, beadwork, and a birchbark canoe.

SUGGESTED MUSIC BIBLIOGRAPHY AND SONGS

Armitage, Theresa, Peter Dykeme and Gladys Putcher. Merry Music: A Singing School Series Book Boston: C.C. Burchard and Co., 1950. Especially useful is "Hiawatha's Childhood," a short music play.

_____. Our Songs: A Singing School Series. Boston: C.C. Burchard and Co., 1952. Recommended:

"Sunrise Song"	p. 97
"Hy-Ya-Ho"	p. 78
"Song of Corn"	p. 79
"Follow My Leader"	p. 79
"Smoking Peace Pipe"	p. 80
"Lullaby"	p. 81

Beattie, John, J. Wolverton, Grace Wilson, and Howard Hinga, The American Singer, second edition, book 2. New York: American Book Co., 1954.

"Grinding Corn," Pueblo song	p. 97
"My Bark Canoe," Ojibway	p. 98
"Peace Pipe Song," Chippewa	p. 99
"Indian Children"	p. 101
"Sunrise Dance," Teton Sioux	p. 100

_____. The American Singer, second edition, book 3, New York: American Book Co., 1954.

"Indian Cradle Song"	p. 28

Berg, Richard C., Claudeane Burns, Daniel S. Hooley, Robert Pace, and Josephine Wolverton. Music for Young Americans: ABC Music Series Book 1. New York: American Book Co., 1959.

"Indian Dance"	p. 131

_____. Music for Young Americans: ABC Music Series Book 2. New York: American Book Co., 1963.

"Indian Boy"	p. 76

_____. Music for Young Americans: ABC Music Series, Book 3. New York: American Book Co., 1959.

"Song to the Sun," Zuni Song	p. 33
"Work Song," Dakota Indian Song	p. 34
"Corn Grinding Song," Navajo Song	p. 35

"Prayer for Rain," chant p. 36

"Lullaby," Sioux song p. 37

"Sunset," based on Indian tune p. 38

Glenn, Mabelle, Lilla Belle Pitts, and Lorraine E. Walters. Singing Every Day. Boston: Ginn and Co., 1957.

"The Buffalo Head Dance," Plains Indian son p. 55

"Down the Stream," Miwok Indian song p. 128

Mursell, James, Gladys Tipton, Harriet Landeck, Beatrice Nordholm, Roy Freeberg and Jack Watson. Now and Long Ago: Music for Living,Book 3. Morristown, New Jersey, 1956.

"The Peace Pipe," Chippewa p. 87

"My Corn is Now Stretching Out" p. 88

"It's Hands," Papago song p. 88

"Breezes are Blowing," rain chant p. 89

"Hear Mosquito Buzzing," Ojibway p. 90

"Lullaby," Ojibway p. 90

Pitts, Lila Belle, Mabelle Glen, and Lorraine E. Matters. Singing and Rhyming: Our Singing World Series, Book 3. Boston: Ginn and Co., 1950.

"Brothers Let Us Dance" p. 49

"Eskimo Baby" p. 69

"We-Um," Cherokee Lullaby p. 72

Sur, William R., William R. Fisher, Adeline McCall, and Mary R. Tolbert. This is Music 3. Boston: Allyn and Bacon Co., 1967.

"Land of the Silver Birch" p. 24

"Morning Star," Ojibway p. 26

"Dakota Hymn" p. 27

"Song of the Red Blanket," Ojibway p. 28

"Lullaby," Chippewa p. 29

"Song of the Peace Pipe," Chippewa p. 31

"Navajo Happy Song," Navajo p. 32

NOTE: These songs are western civilizations adaptations of American Indian music. The songs are not authentic Indian songs.

PHYSICAL EDUCATION BIBLIOGRAPHY AND ACTIVITIES

I. Beatty, Barbara. Indians of North America. Chicago: Encyclopedia Britannica, Inc., 1957.

Buffalo Dance	p. 26
An Indian Football Race	p. 29
Stunts	p. 31

II. Hofsinde, Robert (Gray-Wolf). Indian Games and Crafts. New York: William Morrow and Co., New York, 1957.

Guessing Game	p. 9
Bowl Game	p. 15
Zuni Kick Stick	p. 20
Corncob Darts	p. 26
Eskimo Buzz Board	p. 35
Toss Ball	p. 40
Snow Snake	p. 26
Bull Roarer (Morning Stick)	p. 59
Double Ball and Stick	p. 66
Toss and Catch	p. 77

III. Miller, Arthur G., and Ed M. Whitcomb. Physical Education in the Elementary School Curriculum. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1960.

Indian Skills

Running Race	p. 263
Hand Wrestle	p. 263
Leg Wrestle	p. 263

Indian Games

Football Race	p. 263
Iddi	p. 263
Hoop and Spear	p. 264
Indian Dodge Ball	p. 264
Rolling Target	p. 264
Snow Snake	p. 264
Soft Snow	p. 265
Snow Dart	p. 265

Indian Dance Rhythms

Toe-Heel Step	p. 265
Step-Hop	p. 265
Step-Together-Hold	p. 265

Indian Dances

Snake Dance	p. 266
Sunrise Dance	p. 266
War Dance	p. 266

IV. Richardson, Hazel A. Games for the Elementary School Grades. Minneapolis: Burgess Publishing Co., 1962.

Indian Club Relay	p. 119
Indian Running	p. 57

V. Smalley, Jeannette. Physical Educational Activities for the Elementary School. Palo Alto, California: The National Press, 1956.

Indian File Race

SELECTED PHYSICAL EDUCATION ACTIVITIES

Running Race

The American Indian was on his feet most of the time. Running games were quite popular with these people. Foot races were very common and the Indian acquired an elasticity and swiftness of limb that proved valuable to him in his daily life.[1]

Hand Wrestle

Two contestants stand each in forward stride position, outside of right feet touching. Players grasp right hands. Object of game is to make opponent move one or both feet, or touch the floor with any part of the body. Only the two right hands can be used to cause an opponent to lose his balance.[2]

Leg Wrestle

Two players lie on their backs side by side with adjacent arms locked. The feet should be in opposite directions. At a signal, the adjacent legs are brought to an upright position and interlocked at the knees. The wrestle consists of trying to force an opponent to roll over from his position.[3]

Football Race

Two goals at same end of playing space and two teams lined up as below. Number of teams and players depends on number of balls.

Player on each team furthest from goal kicks and follows up the ball to the next player on his team. He kicks to the next player, and so on until the player nearest the goal receives the ball and attempts to kick it over the goal line. First team getting ball over the goal line wins. Space between players is governed by the ability of the players and the play space available.[4]

Iddi

Iddi is an Indian term for a kick-stick race. There are two relay teams. The first player on each team kicks a stick, runs after it, kicks it again to a designated line and back. Next player on the team does same thing. First team finished wins.[5]

Hoop and Spear

This is a version of an authentic Indian game. The hoop is started rolling along the ground, and two players armed with stick or spear then run after it and try to see which player can successfully throw his stick through the hoop first. (The Indians threw a spear at a webbed hoop or large round stone disk.)[6]

Indian Dodge Ball

Two teams are formed. One stands 12 feet from the other. First player at the head of team 1 steps forward and the opposite player of team 2 tries to hit him with rubber ball. Player of team 1 may dodge in any way as long as he does not move his feet. If player from team 2 hits him, he must become a member of team 2. If player of team 2 fails, he becomes a member of team 1. This continues until all of team 2 have thrown at team 1. Team 1 throws ball at team 2 in like manner. The winner is the team having won the greatest number of players from the opposite side.[7]

Rolling Target

The game is played in teams, which alternate turns. Players on one team spread out in a line at five-foot intervals. Another player rolls hoop past this line of players, all of whom have a beanbag. As the hoop passes him, a player throws his beanbag or stick at the hoop, trying to throw it through the middle. Each team has one or more chances. Team with highest score wins. One point is scored for each successful throw.[8]

Snow Snake

Players stand at given line with three to five smooth or heavy sticks each. The sticks are marked, with the first stick having one notch, the second two, and so on. The sticks are thrown one at a time so as to skim over the hard surface of the ice. When each player has thrown one stick, the score is counted. The stick thrown farthest wins for its owner the number of points or notches on it. These sticks are laid aside and others thrown. The winner is the one with the highest score at the end of the game.[9]

Soft Snow

For soft snow, a long groove from 10 to 18 inches deep is cut in the snow and serves as an "alley," the snow snake being thrown down the groove.[10]

Snow Dart

Use a wooden dart that is pointed abruptly at one end and slopes gradually to the other. It is about eight inches long. A narrow track is made in the snow down the side of a hill. At four different places on it, snow barriers or bumpers are made. The dart is started at point at top of the track. The dart is not thrown but simply let go. Object of the game is to slide the dart down the hill. One point is made for each obstacle or barrier crossed. Player with highest score wins.[11]

Indian File Race

Activity: walking for half the class at a time.
Starting formation: all seated with an equal number in each row.

Directions: To avoid confusion have only alternate rows playing at one time. Upon a signal, all children get out of their seats on the right-hand side, move forward and around in their row, completely encircling that row of seats, back to their own seats, the entire row moving (hopping, walking, or skipping, etc.) behind the other at the same time. The row having all its players seated and up in position at the same time. The remaining rows play, and finally the two winning rows may play for the championship.[12]

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A. "Buffalo Dusk," Carl Sandburg p. 57.

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A. "Dream Song" p. 76.

B. "A Prayer of the Night Chant" p. 185.

C. "Prayer Spoken During the Sun Dance" p. 123.

D. "Two Rain Songs" p. 198.

Brewton, John E., ed. Gaily We Parade. New York: MacMillan Company, 1967.

A. "Little Papoose" p. 149.

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A. "Indian Pipe and Moccasin Flower," Arthur Guiterman. p. 8.

INDIAN AUTHORED POEMS

A Prayer of the Night Chant[13]

Tsegihi.
House made of dawn.
House made of evening light.
House made of the dark cloud.
House made of male rain.
House made of dark mist.
House made of female rain.
House made of pollen.
House made of grasshippers.
Dark cloud is at the door.
The trail out of it is dark cloud.
The zigzag lightning stands high upon it.
Male deity!
Your offering I make.
I have prepared a smoke for you.
Restore my feet for me.
Restore my legs for me.
Restore my body for me.
Restore my mind for me.
This very day take out your spell for me.
Your spell remove for me.
You have taken it away for me.
Far off it has gone.
Happily I recover.
Happily my interior becomes cool.
Happily I go forth.
My interior feeling cool, may I walk.
No longer sore, may I walk.
Impervious to pain, may I walk.
With lively feelings may I walk.
As it used to be long ago, may I walk.
Happily may I walk.
Hapily, with abundant dark clouds, may I walk.
Happily, with abundant showers, may I walk.
Happily, with abundant plants, may I walk.
Happily, on a trail of pollen, may I walk.
Happily may I walk.
Being as it used to be long ago, may I walk.
May it be beautiful before me.
May it be beautiful behind me.
May it be beautiful below me.
May it be beautiful above me.
May it be beautiful all around me.
In beauty it is finished.

- Navajo

Prayer Spoken During the Sun Dance[14]

Wakan'tanka
When I pray to him
Hears me.
Whatever is good he
Grants me.

- Teton Sioux

Dream Song[15]

In the Sky
I am walking,
A Bird
I accompany.

Two Rain Songs[16]

1

Close to the west the great ocean is singing.
The waves are rolling toward me, covered with many clouds.
Even here I catch the sound.
The earth is shaking beneath me and I hear the deep rumbling.

2

A cloud on top of Evergreen Mountain is singing.
A cloud on top of Evergreen Mountain is standing still,
It is raining and thundering up there,
It is raining here,
Under the mountain the horns of the child corn are glistening.

- Papago

POEMS ABOUT INDIANS

Little Papoose[17]

Little papoose
Swung high in the branches,
Hears a song of birds, stars, clouds,
Small nests of birds,
Small buds of flowers,
But he is thinking of his mother with dark hair
Like her horses mane.

Fair clouds nod to him
Where he swings in the tree,
But he is thinking of his father.
Dark and glistening and wonderful.

Of his father with a voice like ice and velvet,
And tones of falling water,
Of his father who shouts
Like a storm.

Indian Pipe and Moccasin Flower[18]

Indian pipe and moccasin flower
  Grow where the woodland waves,
Grow in the moss and the bracken bower
  Trod by the light-foot braves
Who played their part, who lived their hour
  And left, with a name that thrills,
Indian pipe and moccasin flower
  Scattered among our hills.

Buffalo Dusk[19]

The buffaloes are gone.
And those who saw the buffaloes are gone.
Those who saw the buffaloes by thousands and
  how they pawed the prairie sod into dust
  with their hoofs, their great heads down
  pawing on in a great pageant of dusk,
Those who saw the buffaloes are gone.
And the buffaloes are gone.

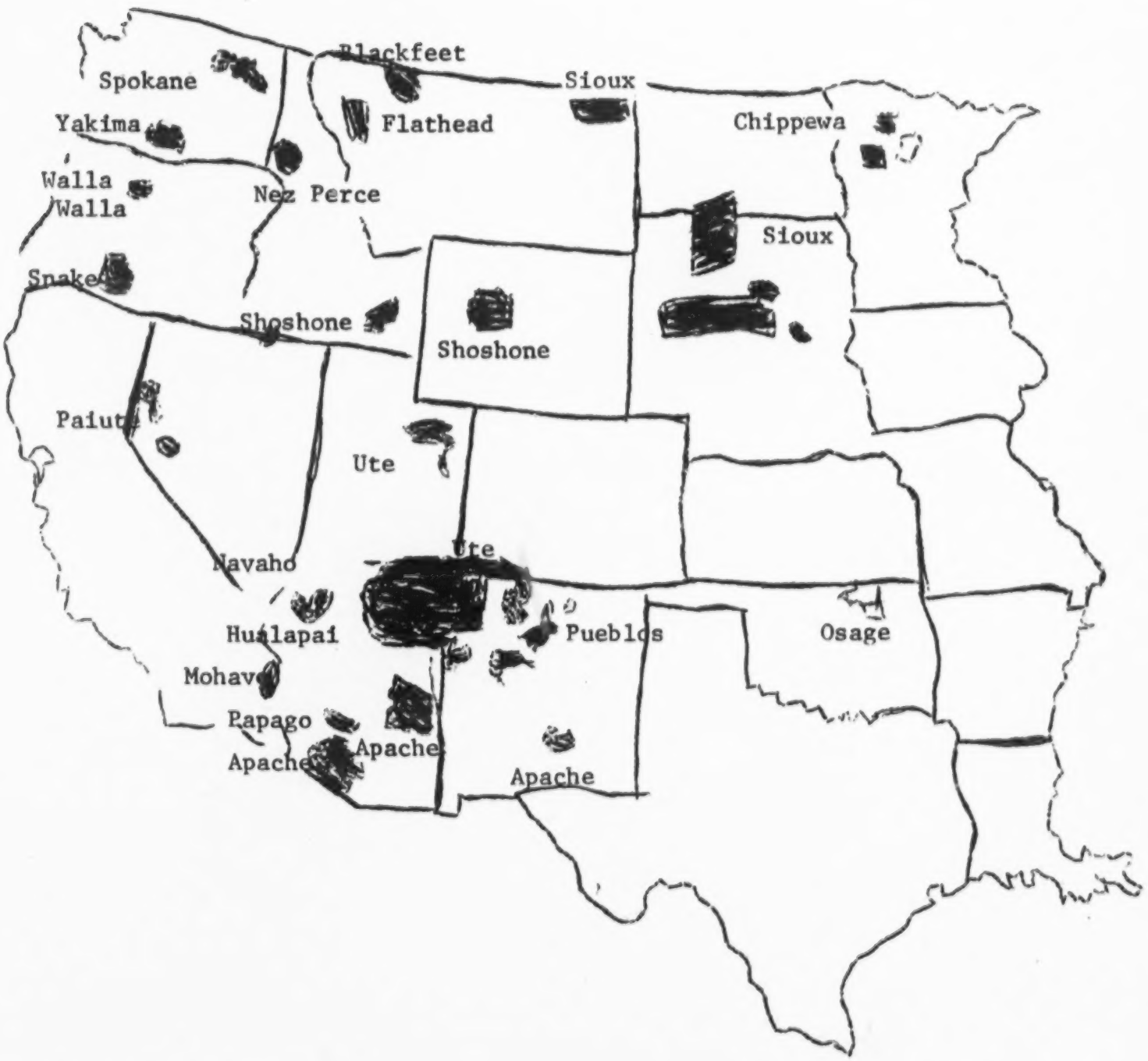
SOCIAL STUDIES INFORMATION

Color Origins of Indian Dyes

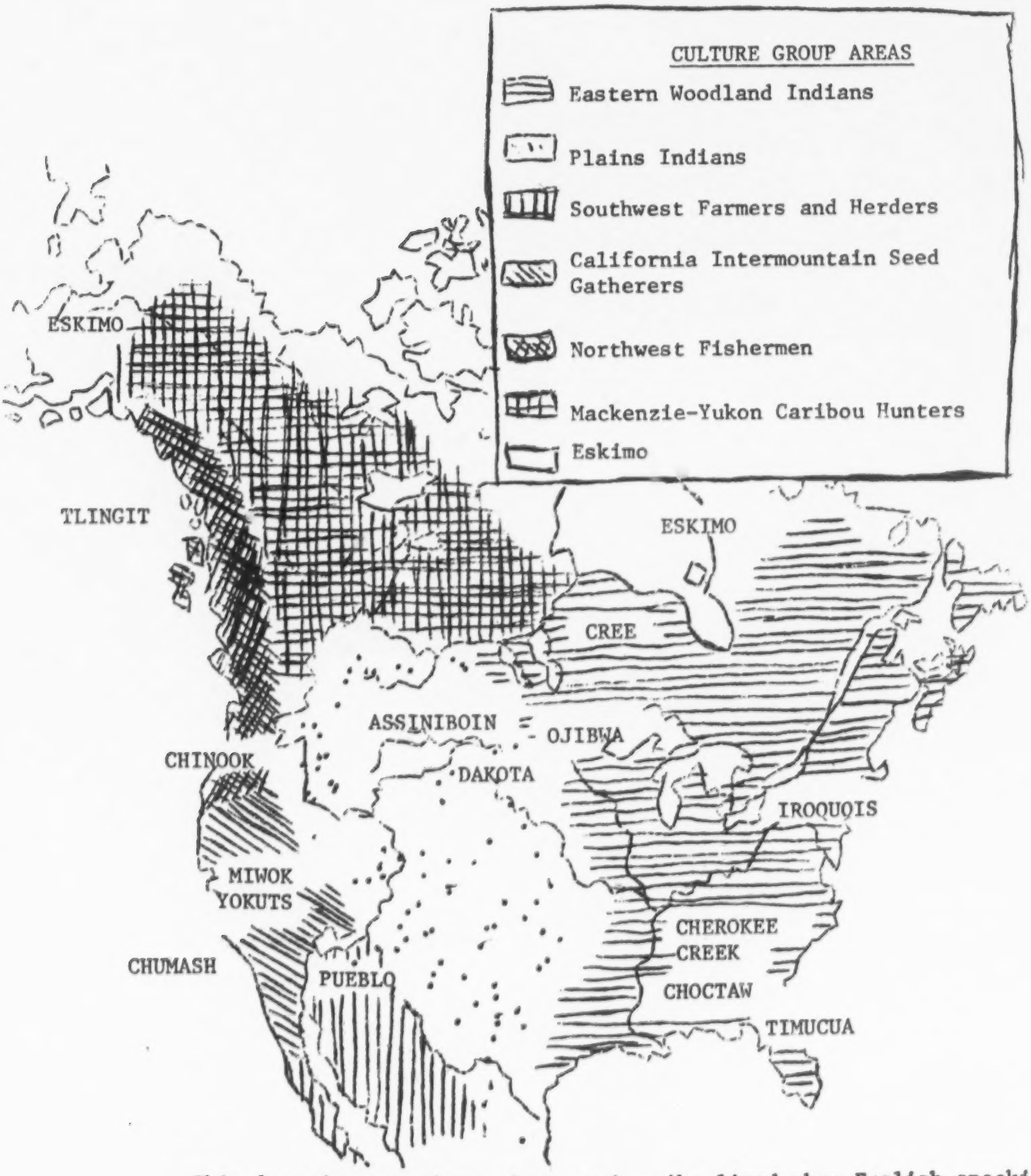
Color	Derived from
brown	husks of walnuts
reddish	red willow
deep red	bllod root
red	cactus and cochineal bug
purple	grape juice
bluish	blueberries and elderberries
green	leaves
yellow	yellow willow bark and leaves of sumac (boiled)
black	ground charcoal and gum of pinon tree
white	white clay or crushed white limestone
red	red clay
yellow	yellow clay and boiled mustard
blue	blue clay
blue-green	copper
red	iron

To keep colors from fading, the cloth was placed in a salt water bath or a soaking in sap from the wild crab apple tree.

Map or Indian Tribes West of the Mississippi [20]



Location of Some Tribes [21]



This location map shows where each tribe lived when English-speaking settlers reached its area rather than where the tribes were at any one time. Those east of the Mississippi are placed where they lived between 1600 and 1800; Western tribes are shown in 19th-century locations. The tribes named on the map had more than 10,000 members in early times. Shaded areas serve as a guide to the culture, or way of life, of tribes in each area.

CONCLUSION

Evaluation of the unit will be accomplished through the accumulation of daily evaluations of specified behavioral objectives. The criteria for these evaluations will include such things as: over-all contributions, discussion participation, results of written and constructive experiences, observation of pupils during the unit, and the results of testing.

FOOTNOTES

[1]Arthur C. Miller and Ed. M. Whitcomb, Physical Education in the Elementary Schools Curriculum (Englewood Cliffs, N.J.: Prentice Hall, 1960), p. 263.

[2]Ibid., p. 263.

[3]Ibid., p. 263.

[4]Ibid., p. 263.

[5]Ibid., p. 263.

[6]Ibid., p. 264

[7]Ibid., p. 264.

[8]Ibid., p. 264.

[9]Ibid., p. 264.

[10]Ibid., p. 264.

[11]Ibid., p. 264.

[12]Jeannette Smalley, Physical Education Activities for the Elementary School (Palo Alto, California: The National Press, 1956), p. 39.

[13]Margot Astrov, ed., American Indian Prose and Poetry (New York: Capricorn Books, 1962), p. 185.

[14]Ibid., p. 123.

[15]Ibid., p. 76.

[16]Ibid., p. 198.

[17]Hilda Conkling, Gaily We Parade, ed. John E. Brewton (New York: MacMillan Company, 1967), p. 149.

[18]Arthur Guiterman, More Poems for Pleasure, ed. Mabel Snedaker (New York: Ginn and Company, 1955), p. 8.

[19]Carl Sandburg, Time for Poetry, ed. May Hill Arbuthnot (Chicago: Scott, Foresman and Company), p. 57.

[20]Taken from Transparency Master #JR-30 to be used with January 20, 1967 Junior Scholastic.

[21]Taken from Transparency Master #JR-159 to be used with March 21, 1969 Junior Scholastic.

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